**Lets Do Coffee House/ ABR**

It’s Test Time! However, instead of a test we will be completing a class project. It might be a lot of work, but my hope is that it is fun and enjoyable too ☺

This project will be graded as a test:

* It is worth 105 points
* There will be high expectations
* Completion of the project is pertinent to your class grade

**Project guidelines and expectations:**

For this project you will be creating an alternative book report. Wondering what an alternative book report is… it’s any book report that is not set up like a formal paper, Yay! Below are some examples of alternative book reports that you may choose from. If you have an idea that is not listed please feel free to talk with me about it.

* Write a letter to the main character and the character's reply.
* Write a different ending for the book. Pretend you are a talk show host and interview the main character.
* Create a travel brochure for the setting of the story or [scrapbook pages](http://teacher.scholastic.com/activities/scrapbook/) about key characters. Create a book jacket, including illustrations, an enticing synopsis, author bio, and favorable reviews.

* Summarize the book into a comic or story aimed for younger students or your classmates.

* Write a news article about an important event from the book.
* Write about the decisions you would make if you were the main character in the book.
* Dramatize a scene from the story with other students or using puppets.
* Post a [book review](http://teacher.scholastic.com/writewit/bookrev/index.htm) on [Share What You're Reading](http://teacher.scholastic.com/activities/swyar/).
* Chose two characters from the story and write a conversation they might have.
* Write a letter or email to a friend recommending the book you have just read.
* Make a list of new, unusual, or interesting words or phrases found in your book.
* Prepare a television commercial about your book. Act out the commercial for your classmates.
* Write ten chat room-style questions that could be used to start an online discussion about the book. Or, write ten questions that test other students' understanding of the story. (Make sure you provide a list of answers.)
* Explain why you think this book will or will not be read 100 years from now. Support your opinion by stating specific events in the story.
* Write a letter/email to the author of your book. Address it to the publisher and mail it. Or, see if the author has a Web site and email it.
* Write a ballad or song about the characters and events in your story. Set the words to the music of a popular song and sing it to the class.
* Describe in detail three characters from the story. List reasons why you would or wouldn't want to get to know these people.
* Design a poster or new book cover depicting the climax of the story.
* Write an acrostic poem about the book using the letters in the title of the book or the name of a character or author.
* Draw a classroom mural depicting a major scene(s) from the book
* After reading an informational book, make a scrapbook about the topics.

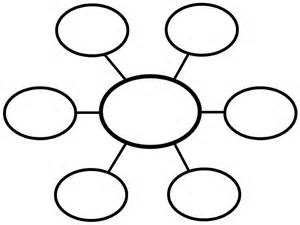
**Breath! Remember one step at a time!**

Step 1 (Day 1)

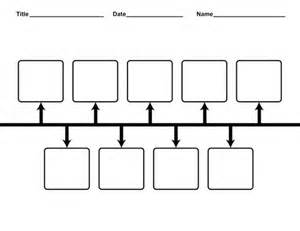
Brainstorming. Determine or think about topics you may want to do you ABR over. You will be given about 30 minutes of class time to brainstorm and share your ideas with your classmates. It is okay to get ideas from other people, but it is not okay to steal ideas or copy others. I expect everyone’s project to be unique!

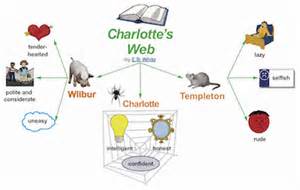
Options for brainstorming

1. Create a web incorporating the main ideas. Example:



1. Quick write main ideas that you can remember from the text.
2. Create a timeline of events from the text. Example:



1. Create a graphic organizer using symbols and pictures. Example: 

**In the Final Project** (Due day 7- in home activity)

**Make sure you include:**

Author

Title

Main Characters

Summary of Main themes and why they are important

Climax and resolution

Analytical response to book, A.K.A. what does the book mean TO YOU- just tell us what you think. There is no right or wrong answer.

**Creativity!!!!**

There is a detailed rubric attached. Check it to make sure you are meeting the highest of expectations. This list is just for a quick reference.

**Class Share** (Day 7- in class activity)

On the due day of your project you will be presenting your ABR to your classmates. Your presentation only needs to be around 5 minutes. This will be informal, but it will give you practice for your oral report/ the coffee house.

**Lastly. The Coffee House** (Date to be determined)

We will be holding a coffee house for friends and family, and presenting our alternative book reports. We will take a day of class to create personal invitations for them. 45% Part of your grade will be on the presentation of your alternative book report so please show up. We will discuss a time that is best for everyone. We will also hold a “practice” coffee house during class so that we are well prepared for our audience, and YES there will be snack and drinks provided during the coffee house!

Rubric for Alternative Book Report (rubistar)

60 Possible Points

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Excellent**  **15 points** | **Fair**  **10 Points** | **Poor**  **5 Points** |  |
| **Characters**  Explain characters' personality traits and ttheir roles in the story. | shows a knowledge of the characters and complete understanding of each character's role in the story | shows a limited knowledge of the characters and partial understanding of each character's role in the story | shows little to no knowledge of the characters and little to no understanding of each character's role in the story |  |
| **Plot**  Summarize the main plot points | Has multiple examples of events throughout the story and gives a thorough summarization of the plot. | Has some examples of events throughout the story and gives a general summarization of the plot. | Notes few to no examples of events throughout the story a gives a vague summarization of the plot. |  |
| **Opinion**  Give your personal opinion on the book. | Gives a thoughtful and detailed personal opinion about why the student liked or disliked the book as well as a detailed description on how they relate to the characters in the story | Gives a personal opinion about why the student liked or disliked the book as well as a description on how they relate to the characters in the story but does not explain their reasoning. | Gives a personal opinion about why the student liked or disliked the book but does not explain their reasoning or how they relate to the characters in the story. |  |
| **Themes**  Identify the lessons you took away from the story. | Identifies the theme or themes in their book with several examples of where these themes were reflected in the story. | Identifies the theme or themes in their book with little to no relevant examples of where they were reflected in the story. | Does not seem to grasp any themes that were reflected in the story OR does not mention any. |  |

**Oral Presentation Rubric: 45 Possible Points (readwritethink)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 15—Excellent | 3—Good | 1—Needs Improvement |
| Delivery | * Holds attention of entire audience with the use of direct eye contact, seldom looking at notes * Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points | * Consistent use of direct eye contact with audience, but still returns to notes * Speaks with satisfactory variation of volume and inflection | * Holds no eye contact with audience, as entire report is read from notes * Speaks in low volume and/ or monotonous tone, which causes audience to disengage |
| Content/ Organization | * Demonstrates full knowledge by answering all class questions with explanations and elaboration * Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence | * Is at ease with expected answers to all questions, without elaboration * Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions | * Does not have grasp of information and cannot answer questions about subject * Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions |
| Enthusiasm/ Audience Awareness | * Demonstrates strong enthusiasm about topic during entire presentation * Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject | * Shows some enthusiastic feelings about topic * Raises audience understanding and awareness of most points | * Shows no interest in topic presented * Fails to increase audience understanding of knowledge of topic |

Work Cited

Laflash. (n.d.). Retrieved October 22, 2014, from <http://rubistar.4teachers.org/index.php?screen=PrintRubric&rubric_id=1125381&>

Oral Presentation Rubric. (n.d.). Retrieved October 22, 2014, from <http://www.readwritethink.org/classroom-resources/printouts/oral-presentation-rubric-30700.html>

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